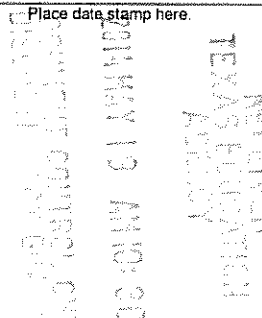


# Texas Education Agency Standard Application System (SAS)

## 2014–2017 Texas Title I Priority Schools, Cycle 3

<b>Program authority:</b>	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 20, 2014	Place date stamp here: 
<b>Submittal information:</b>	<b>Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name Victoria ISD	Vendor ID # 746002453	Mailing address line 1 102 Profit Drive	
Mailing address line 2	City Victoria	State TX	ZIP Code 77901
County-		US Congressional	
District #    Campus number and name 235902    110 Rowland Elementary	ESC Region # 3	District # 27	DUNS # 06-946-8114

**Primary Contact**

First name Tammy	M.I. L	Last name Sestak	Title Director of Federal Programs
Telephone # 361-788-2898 x41116	Email address <a href="mailto:tammy.sestak@visd.net">tammy.sestak@visd.net</a>		FAX # 361-788-9302

**Secondary Contact**

First name Susanne	M.I.	Last name Carroll, Ed D	Title Exec. Director of Curriculum
Telephone # 361-788-2896	Email address <a href="mailto:susanne.carroll@visd.net">susanne.carroll@visd.net</a>		FAX # 361-788-9687

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Robert	M.I.	Last name Jaklich, Ed D	Title Superintendent
Telephone # 361-788-9202	Email address <a href="mailto:robert.jaklich@visd.net">robert.jaklich@visd.net</a>		FAX #
Signature (blue ink preferred)			Date signed

  
 Only the legally responsible party may sign this application.

5/14/2014

**Schedule #1—General Information**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> <li>A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.</li> <li>B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.</li> <li>C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.</li> <li>D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</li> <li>F. Report to the SEA the school-level data required under section III of the final requirements.</li> </ul>
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ul style="list-style-type: none"> <li>A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> </ul>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <b>closure model</b>, the campus <b>must</b> implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <b>restart model</b>, the campus <b>must</b> implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <b>transformation model</b>, the campus <b>must</b> implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> <li>A. Number of minutes within the school year.</li> <li>B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)</li> <li>C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework <b>and</b> dual enrollment classes. (High Schools Only)</li> <li>D. College enrollment rates. (High Schools Only)</li> <li>E. Teacher Attendance Rate</li> <li>F. Student Attendance Rate</li> <li>G. Student Completion Rate</li> <li>H. Student Drop-Out Rate</li> <li>I. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>J. Types of support offered to teachers</li> <li>K. Types of on-going, job-embedded professional development for teachers</li> <li>L. Types of on-going, job-embedded professional development for administrators</li> <li>M. Strategies to increase parent/community involvement</li> <li>N. Types of strategies which increase student learning time</li> <li>O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.</li> </ul>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Victoria ISD will implement the transformation model of school reform at Rowland Elementary School. TTIPS funds will be utilized to create a Community of Learning uniting students, staff, parents, community agencies and stakeholders in the quest to achieve student and campus goals. Major implementation activities will include building a solid support system to address social-emotional needs of students, implementing high yield instructional strategies, job-embedded professional development and instructional monitoring systems and providing extended day academic and extracurricular opportunities for students and families. School administrators, teachers and staff members will become experts in instructional strategies designed to meet the academic needs of each individual student. Students, families, teachers and administrators will engage in targeted goal setting and data tracking as they assume joint responsibility for student success. Special attention will be given to addressing the social emotional needs of students and families to ensure that students enter the classroom ready to learn. Additional staff including a social worker, a counselor, an instructional coach and teachers will be utilized to create smaller classroom communities, provide job-embedding professional development and coaching, offer comprehensive social services to families and provide small group and individual counseling to address barriers to students' academic success. A Positive Behavior Intervention & Support (PBIS) model will be implemented to ensure a climate that encourages high levels of student achievement.

By focusing on comprehensive services for students and families, Rowland Elementary will:

- Provide evidence-based education, behavior and mental health services
- Promote a school climate and culture conducive to student learning and teaching excellence
- Maximize access to school-based and community-based resources

VISD currently has three elementary schools eligible for TTIPS funding. The schools are located in close proximity to one another with similar populations and needs. Plans for transforming these high-need schools are aligned to allow for collaboration among the campuses and the creation of a larger Community of Learning. The transformation plan for Rowland Elementary School addresses federal requirements for Transformation as outlined below.

**1. Develop and increase teacher and school leader effectiveness.**

Rowland Elementary School will implement a system in which teacher and leader effectiveness is determined based on student growth and achievement. Teachers, principals and district personnel will study evaluation tools and systems centered on student achievement and will select and implement rigorous, transparent and equitable evaluation tools that are aligned to campus needs and involve goal setting, data tracking, self-reflection, professional learning and personal responsibility. Students, teachers and campus leaders will engage in Quality Tools training and will utilize data notebooks to track strategy implementation, student progress and goal attainment.

TTIPS funds will assist VISD in creating a strong support system to assist teachers and campus leaders. A Professional Learning Communities model will serve as the framework for continued focus on professional learning and collaboration. The campus will provide job-embedded professional development including information sharing, modeling, observation and reflective feedback. PLCs will have extended planning and learning time on a weekly basis. Topics for professional development will include research-based, high yield instructional strategies, literacy and math frameworks, Kagan learning structures, Positive Behavior Interventions & Support (PBIS), student engagement, technology tools and lesson planning based on data-disaggregation. An added social worker and school counselor will provide support as staff members work to learn more about the unique needs of their at-risk learners and implement strategies for effectively teaching students of poverty and students with extreme social-emotional needs. Having additional staff to assist in addressing social-emotional needs of students and families will provide teachers with more flexibility and tools to ensure student achievement.

Campus administrators will conduct a minimum of 15 walkthroughs per week and will provide reflective feedback. Instructional coaches will visit classrooms weekly to provide support, model strategies and discuss instructional design and lesson planning. Members of the district support team will visit Rowland Elementary at least once a week to provide principal support and visit classrooms. The principal will also actively participate in district level principal PLCs. Teachers and leaders who successfully use data to design instruction that meets the needs of their students and results in student growth and achievement will be rewarded through a tiered financial incentive program. Tier 1 will offer a financial reward for all staff members when the campus meets standard as determined by the state accountability system. Tier 2 will offer additional incentives based on the percentage of the teacher's or grade level's students who meet the growth measure, and Tier 3 will offer a third level of reward based on the percentage of students who exceed the growth measure.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Comprehensive instructional reform strategies**

District and campus staff will engage in intentional and ongoing data analysis to determine student and campus needs. The needs assessment process will be a continuous cycle. Based on current needs assessment results, staff members will begin with a focus on literacy instruction utilizing the research-based practices, professional development and resources offered by Neuhaus Education Center. Teachers will focus on using assessment data to identify specific decoding and comprehension needs of individual students and classes. Teachers will design targeted, standards-based lessons for small group instruction, intervention and large group instruction. Strategies will be vertically aligned to ensure consistency across the campus. In math, the initial focus will be on the continuum of math understanding and the implementation of campus wide, TEKS-based computational strategies. Students will use technology as a tool for learning which will encourage engagement and individualized learning. Teachers will work in PLCs to develop common unit assessments, and assessment data will be used to identify individual student needs and to evaluate the effectiveness of instructional strategies. Individualized intervention plans will be developed for struggling learners. Interventions may consist of additional instructional time utilizing a different instructional strategy or addressing social-emotional barriers to student learning. In instances where the data trends indicate systemic issues, additional data sources will be studied through a root-cause analysis to determine when adjustments to the campus plan are necessary. Quality tools will be used to ensure that students, parents, teachers and campus leaders develop a deep understanding of their performance data in relation to established goals. Students will lead their own parent conference at least two times each year and will share their progress, goals and plans of action with their parents. Teachers will engage in data-based reflective conferences with campus and/or district leaders at least once each quarter, and principals will lead district staff through campus data monthly.

**Increasing learning time and creating community-oriented schools**

During the 2013—14 school year, an additional 25 minutes was added to Rowland Elementary School's instructional day. This change allowed campuses additional time to schedule small group targeted instruction and intervention during the regular school day. During the upcoming year, TTIPS funds will allow the campus to offer extended enrichment opportunities for students and families. Partnerships with community organizations such as the YMCA to offer extended day student scholarships will allow latchkey students to enroll in an afterschool program. The campus social worker and added counselor will be scheduled to work flex time one or two days a week which will allow for extended campus hours for families. During the extended days, families will have access to social support, parent education sessions, the campus computer lab and parent/student joint learning opportunities. Community organizations will be invited to participate in regularly scheduled parent academy sessions or extended day opportunities.

The implementation of a PBIS model across the campus will increase learning time by reducing the number of misbehaviors and removals from class. Students experiencing behavioral challenges will have access to small group and/or individual counseling, social skills instruction using a curriculum such as Ripple Effects, a mentor from the community, referral to a community agency and/or family support services.

Also, additional classroom teachers will be hired to create smaller classrooms and lower the teacher to student ratio. This will allow students additional small group learning time and more individual attention. Teachers will be able to create true communities within their classrooms, and parents will be provided opportunities to visit classrooms and learn with their children.

**Providing operational flexibility and sustained support**

Victoria ISD is committed to student success at Rowland Elementary School. The campus will have sufficient operational flexibility to make data-based decisions in implementing a comprehensive approach to build a Community of Learning and substantially improve student achievement. Having the flexibility and support to address social-emotional needs of students and families will result in improved attendance, higher achievement, and ultimately, higher graduation and college-readiness rates. The campus will have the flexibility to offer additional workdays to instructional coaches and teachers to ensure adequate planning and preparation. The district will ensure that Rowland Elementary has the necessary support from district staff, education service center initiatives, external consultants and state level technical assistance providers.

Collaborative efforts among families, district and campus staff and community members will result in a true transformation of Rowland Elementary School and the creation of a powerful Community of Learning that will change the lives of students and families.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 235902110	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$2180558	\$60000	\$2240558	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$271500	\$	\$271500	\$
Schedule #9	Supplies and Materials (6300)	6300	\$247078	\$	\$247078	\$
Schedule #10	Other Operating Costs (6400)	6400	\$45000	\$	\$45000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$2744136	\$60000	\$2804136	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$55606	\$55606	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$2744136</b>	<b>\$115606</b>	<b>*\$2859742</b>	\$

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$2804136
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$140206

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

**Annual Budget Breakdown**

Year 1	Year 2	Year 3	3-Year Total Budget Request
<b>\$1067966</b>	<b>\$895888</b>	<b>\$895888</b>	<b>*\$2859742</b>

Note: No more than \$2,000,000 per year may be requested. \*Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 235902110			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
<b>Academic/Instructional</b>						
1	Teacher		4		\$585000	\$0
2	Educational aide				\$	\$0
3	Tutor				\$	\$0
<b>Program Management and Administration</b>						
4	Project director				\$	\$0
5	Project coordinator			1	\$45000	\$0
6	Teacher facilitator		1		\$165000	\$ 0
7	Teacher supervisor				\$	\$ 0
8	Secretary/administrative assistant		1		\$60000	\$ 0
9	Data entry clerk				\$	\$ 0
10	Grant accountant/bookkeeper				\$	\$ 0
11	Evaluator/evaluation specialist				\$	\$ 0
<b>Auxiliary</b>						
12	Counselor		1		\$180000	0
13	Social worker		1		\$180000	\$ 0
14	Community liaison/parent coordinator				\$0	\$ 0
<b>Other Employee Positions</b>						
21	School Improvement Coordinator (DCSI)			1	\$45000	\$ 0
22					\$	\$ 0
23					\$	\$ 0
24	Subtotal employee costs:				\$1260000	\$ 0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay			\$27000	\$ 0
26	6119	Professional staff extra-duty pay (extended day/year and performance incentives)			\$592800	\$ 0
27	6121	Support staff extra-duty pay (extended day/year and performance incentives)			\$79920	\$ 0
28	6140	Employee benefits			\$280838	\$ 0
29	61XX	Tuition remission (IHEs only)			\$	\$ 0
30	Subtotal substitute, extra-duty, benefits costs				\$980558	\$ 0
31	<b>3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				2240558	\$ 0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Quality Tools Training for Staff and Parents	<input type="checkbox"/>	\$1500	\$0
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$1500

\$0

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

1	Specify topic/purpose/service: YMCA and/or Boys and Girls Club Program Scholarships		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: provide scholarships to allow students to participate in extended day program or team sports including academic support and physical activity		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$150000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$150000	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 235902110		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
2	Specify topic/purpose/service: Professional Development Consultant		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: on-site job-embedded professional learning support for implementation of literacy and math strategies (10 days per year for 3 years)		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$60000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$60000	\$
3	Specify topic/purpose/service: Lead4Ward Data Analysis		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: on-site contracted professional development in data-disaggregation and data-driven instruction (2 days per year for 3 years)		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$30000
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30000	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$

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<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>			
County-District Number or Vendor ID: 235902110		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
			<b>Pre-Award</b>
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$240000	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$1500	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$240000	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$30000	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$271500	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 235902110					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Desktop Computers (2 per classroom)	1. Provide additional access to academic and behavioral software used to provide intervention 2. Enrich instruction and increase student engagement	52	\$489	\$89578	\$0
	2	Tablets	1. Use during instruction to increase student engagement 2. Use during extended day for parent academy sessions and family extended hours	50	\$458		
	3	Laptop Computers	1. Provide mobile access to academic and behavioral software used to provide intervention and enrich instruction 2. Use for parent academy sessions and extended day events	25	\$450		
	4	Wireless Access Points	Increase the number of access points per square footage to allow for more connectivity	30	\$1000		
5				\$			
6399	Technology software—Not capitalized					\$67500	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$157078	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$90000	\$0
<b>3-Year Grand total:</b>						<b>\$247078</b>	<b>\$0</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 235902110		Amendment number (for amendments only):	
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$45000	\$0
<b>3-Year Grand total:</b>		<b>\$45000</b>	<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 235902110			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$0	\$
3			\$	\$0	\$
4			\$	\$0	\$
5			\$	\$0	\$
6			\$	\$0	\$
7			\$	\$0	\$
8			\$	\$0	\$
9			\$	\$0	\$
10			\$	\$0	\$
11			\$	\$0	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$0	\$
13			\$	\$0	\$
14			\$	\$0	\$
15			\$	\$0	\$
16			\$	\$0	\$
17			\$	\$0	\$
18			\$	\$0	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$0	\$
20			\$	\$0	\$
21			\$	\$0	\$
22			\$	\$0	\$
23			\$	\$0	\$
24			\$	\$0	\$
25			\$	\$0	\$
26			\$	\$0	\$
27			\$	\$0	\$
28			\$	\$0	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$0	\$
<b>3-Year Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>465</b>	
Category	Number	Percentage	Category	Percentage
African American	49	10.54%	Attendance rate	96.7%
Hispanic	324	69.68%	Annual dropout rate (Gr 9-12)	DNA
White	86	18.49%	Annual graduation rate (Gr 9-12)	DNA
Asian	6	1.29%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	45%
Economically disadvantaged	355	76.34%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	58%
Limited English proficient (LEP)	13	2.8%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	15	3.23%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

**Comments**

Campus Mobility Rate (2011-12): 26.5% (state average – 17.9%)  
 21% met final recommended Level II in Reading  
 16% met final recommended Level II in Math  
 70% of students met or exceeded progress in Reading.  
 72% of students met or exceeded progress in Math  
 21% of students exceeded progress in Reading  
 37% of students exceeded progress in Math  
 9% scored level III advanced in Reading  
 9% scored level III advanced in Math  
 Class size averages were above state average in 5 out of 6 grades

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	3.4%	No degree	0	0%
Hispanic	6	20.69%	Bachelor's degree	24	88.89%
White	22	75.86%	Master's degree	3	11.11%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	14	51.87%	Avg. salary, 1-5 years exp.	42,433	N/A
6-10 years exp.	5	18.51%	Avg. salary, 6-10 years exp.	43,750	N/A
11-20 years exp.	4	14.81%	Avg. salary, 11-20 years exp.	45,545	N/A
Over 20 years exp.	4	14.81%	Avg. salary, over 20 years exp.	57,230	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	60	90	90	72	62	65	68	0	0	0	0	0	0	0	507
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	60	90	90	72	62	65	68	0	0	0	0	0	0	0	507

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	5	5	4	4	4	4	0	0	0	0	0	0	0	29
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	3	5	5	4	4	4	4	0	0	0	0	0	0	0	29

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Victoria ISD, all campuses engage in the Comprehensive Needs Assessment (CNA) process as required by state and federal regulations. This established process was utilized in conducting the CNA related to TTIPS funding. VISD utilizes a six step process which aligns needs assessment results to the development of annual campus goals and the campus improvement plan. The VISD CNA document and process is modeled after the Region 20 NCLB Comprehensive Needs Assessment. District staff modified the ESC 20 document in order to ensure alignment with VISD's Seven Strategic Aims which were developed through a strategic planning process that included input from community stakeholders, staff, Board Members, parents and students.

The six steps are 1) Identify the purpose and outcomes of the CNA process, 2) Establish committees for each area (Demographics and Attendance, High Student Performance and Academic Achievement, Safe, Secure and Nurturing Learning Environment, Optimum Education Resources, Responsive to Student Needs, Highly Qualified and Effective Personnel, Open Effective Communication and Involvement of all Parents, Students and Community. 3) Determine which types of data will be collected and analyzed by each committee to develop the school profile 4) Review and analyze data to summarize needs 5) Conduct root cause analysis and prioritize needs, and 6) Use CNA findings to set goals and plan improvement strategies

**Step 1: Identify the Purpose and Outcomes of the CNA Process**

The campus and district administrative team thoroughly plan the process, establish timelines, prepare the initial presentation and data collection tools and introduce the Site-Based Decision Making committee (Campus Leadership Team) and campus staff to the process. The administrative team is responsible for ensuring that stakeholders understand the mission and vision of the school, what is to be accomplished through the CNA process, what their involvement will be and how outcomes will be communicated. Participants are instructed to consider current achievement levels as compared to expected levels of achievement throughout the process.

**Step 2: Establish Committees for each Focus Area**

To facilitate the process and ensure commitment from the stakeholders, all staff and other potential members (parents, community partners, district personnel, PSP) are organized into committees. Some staff members may volunteer for a particular committee while others may prefer appointment. However, it is the responsibility of the administrative team to ensure that each committee contains representatives from a cross-section of the school and community. Special consideration is given to ensuring that there is diversity on each committee to challenge assumptions and stimulate discussions. Some of the teachers, administrators, support staff, technical assistance providers, parents and community representatives on each committee should have expertise in the particular area of study. There should also be members on each committee with experience in group facilitation, consensus building, data analysis, collaboration and coordination. 100% of the campus staff is to be actively engaged in the process.

**Step 3: Determine Data Sources to be Collected and Analyzed by each Committee**

After the committees have been formed, each will elect a chairperson. The chairperson will lead the committee in determining the data sources to be collected and analyzed. Data sources to be reviewed during the process may include but are not limited to: state and federal accountability reports, state and local assessment data, program evaluations, intervention records and results, professional development documentation and feedback, parent and community involvement records, enrollment and attendance data, PEIMS at-risk data, campus discipline data, campus summaries of walkthrough and observation data, surveys completed by staff, parents and students and STaR technology campus ratings. It is critical for the committee to identify the appropriate data sources for assessing the needs related to their committee's focus area. Data should be gathered and compiled in a manner that contributes to analysis and facilitates discussion such as in charts, tables, graphs, etc. It is the function of each committee to summarize and report the data analysis findings associated with their committee focus.

**Step 4: Review and Analyze Data to Summarize Needs**

It is the function of each committee to summarize and report the data analysis findings associated with their committee focus. Emphasis should be placed on the difference between the current data or level of achievement and the desired or required level expected to be attained. Based on each committee's findings and summary reports, the school staff collaborates to determine the campus's strengths and needs related to each focus area. The campus staff will identify

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Process Description (cont).** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

trends and possible connections across the focus areas. The overall impact on student achievement for each identified need must be considered. Needs with the great potential for positively impacting student achievement are identified.

**Step 5: Conduct Root Cause Analysis and Prioritize Needs**

In order to align action with areas of need, the root cause must be identified. Therefore, after the campus has studied data trends and summarized their needs, a root cause analysis must be conducted to ensure that possible intervention strategies and action plans address the underlying problem rather than symptoms of a larger problem. Conducting a root cause analysis requires "drilling down" to identify the problem contributing to each prioritized need. Campuses may use activities such as the 5 Whys to dig deep into the practices on the campus to develop collective ownership of the identified gaps and problems. Campuses must consider which needs must be addressed systemically before addressing isolated problems or areas of focus. The campus must also consider factors which have led to the campus's low performance or lack of progress. Most importantly, consider what will have the largest impact on student achievement and make those the highest priority. Once root causes have been identified, needs are prioritized to become the foundation of the campus improvement efforts. It is important to remember not to jump into action planning during this step. Moving to action planning too quickly may hinder identifying the underlying root causes and true needs. Prioritizing needs based on the root cause analysis is a critical step because it brings logic and focus to addressing problems in a coherent order to enhance the impact of the final plan and ensure commitment to the campus's mission and vision.

**Step 6: Use CNA Findings to Set Goals and Plan Improvement Strategies**

Step six focuses on aligning the identified data driven priorities or needs to objectives, research based strategies, activities and resources. All strategies, activities and resources are connected to Critical Success Factors. Campus staff members work collaboratively to establish annual and quarterly SMART goals. After goals and improvement processes are established, implementation begins.

Throughout the implementation, periodic reviews are conducted to ensure a maintained focus on the SMART goals and identified needs and to monitor progress toward attainment of the annual goal. After each quarterly review, a simplified version of the needs assessment process is repeated to determine if adjustments need to be made in the improvement process. During quarterly reviews, campus staff studies the most recent data sources (such as state and federal accountability reports, state and local assessment data, intervention records and results, professional development documentation and feedback, parent and community involvement records, enrollment and attendance data, PEIMS at-risk data, campus discipline data, campus summaries of walkthrough and observation data, surveys completed by staff, parents and students). It is critical for all staff members to understand that improvement planning requires a continuous cycle of identifying needs, establishing goals and strategies, implementing improvement strategies, evaluating effectiveness of improvement efforts.

Significant findings from Rowland Elementary School's latest Comprehensive Needs Assessment include:

Only 58% of students passed STAAR Reading with state average being 80%.

Only 45% of students passed STAAR Math with state average being 79%.

On 38% of student passed STAAR Writing with state average being 63%.

Only 21% of students exceeded STAAR progress measure in reading, and only 37% exceeded progress measure in Math – to close achievement gaps more students must exceed growth measures

The number of disciplinary placements increased from 5 in 2012-2013 to 15 in 2013-2014.

The 2011-2012 campus attendance average of 96.7% was above the state average. The attendance rate for the current year is sitting at 95.83% The campus mobility rate of 26.5% is significantly above the state rate of 17.9%. According to latest iStation ISIP data, 62% of kindergarten students, 69% of 1<sup>st</sup> grade students and 76% of 2<sup>nd</sup> grade students are scoring at tier 3 which indicates a high level of risk. Over 50% of classroom teachers at Rowland Elementary have less than 5 years of teaching experience. Campus walkthrough data indicates that only 32% of walkthroughs indicate 90% or more of students were actively engaged.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of school wide behavioral expectations and procedures results in high numbers of discipline referrals and "tune-ups" and leads to excessive amounts of time spent out of class or disruptions to learning of others. The number of disciplinary placements has increased dramatically. Teachers report that off task behaviors prohibit learning and teaching.	Campus will implement PBIS model school wide and Kagan Learning Structures. The added counselor will support implementation of the PBIS and Kagan models and will coordinate behavioral interventions. The school social worker and additional counselor will address the social-emotional needs of students and families and will serve as the liaison between the school, families and the community to address non-academic barriers to student success.
2.	Student achievement scores for Rowland Elementary School are significantly below state and district averages in all grades and across subgroups. Although the majority of students are meeting STAAR growth measures, the growth is not enough to close performance gaps. Student performance in early grades is significantly below district and state averages. Student achievement data must be disaggregated, analyzed and used to plan appropriate instruction.	Data collection and analysis tools will be utilized to determine student, class and campus strengths and weaknesses. Lead4ward data analysis tools will be used to identify priority TEKS. Grade-level specific instructional coaches will lead teachers in creating lessons to address prioritized TEKS. Students, teachers and principals will use quality tools to track achievement data and develop plans of action. Students-led conferences will be implemented to ensure students understand the growth necessary to achieve their goals.
3.	Levels of student performance and analysis of scores by standards indicate that teachers do not have a complete understanding of the level of rigor and application required by the TEKS. Performance in lower grades is especially low. STAAR and ISIP data indicate that students are moving to the next grade without having mastered the curriculum which is creating gaps in instruction and learning.	An additional instructional coach will be utilized to address needs in PreK – 2 <sup>nd</sup> grade. Extended time for planning and job-embedded professional development in curriculum alignment and high yield instructional strategies will focus on an alignment between curriculum and instruction. Instructional initiatives will be connected across grade levels. Instruction will be monitored through frequent walkthroughs, reflective conferences and data notebooks.
4.	There is a large percent of teaching staff with less than 5 years of experience. Campus walkthrough data indicates that the level of authentic student engagement is low. Teachers report being overwhelmed with classroom management issues. Students disconnect and do not assume responsibility for their learning. Instructional strategies do not engage students in their learning.	Campus staff will identify effective strategies for increasing student engagement and will implement the strategies campus wide. Technology and extended day, monitored internet access will be available for all students and families. Kagan learning structures focused on engagement will be taught, modeled and used in all classrooms. Data notebooks will be used to ensure student understanding of performance levels, and student-led conferences will require students to articulate their achievement, goals and plans of action.
5.	Families are not actively involved in working as partners with school staff to improve student achievement. Families request help with social-emotional issues but school does not currently have adequate number of social service staff to address needs of the highly at-risk and mobile population.	The campus social worker and additional counselor will create a strong support system for families. Parent academy sessions will focus on teaching parents how to help their child achieve academic goals. Extended campus hours will provide access to school staff, community support organizations and technology. Parents and students will have opportunities to learn together, and students will lead conferences.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI)	Master's Degree in Educational Leadership with campus leadership experience Experience leading school improvement efforts Thorough understanding of curriculum and instruction Strong knowledge of accountability system including index measures and TAIS process
2.	Grant Coordinator	Master's Degree in Educational Leadership with campus leadership experience Experience leading school improvement efforts and working with grant funds Knowledge of federal grant principles and reporting requirements Ability to lead evaluation of grant activities and encourage necessary adjustments as indicated by data
3.	Campus Social Worker	Degree in Social Work or related field (Masters of Social Work preferred) Experience conducting counseling groups, providing individual support/instruction, consulting with school personnel and community agencies, assessing social and emotional functioning of students, coordinating with school personnel to promote student development and coordinating between school and home to support the social/emotional well-being of students
4.	Additional Counselor	Master's degree in guidance counseling Valid Texas counseling certificate Knowledge of appropriate interventions to meet the needs of at-risk students Experience assessing social/emotional needs of students, providing small group and individual counseling and working with community agencies Knowledge of Positive Behavior Interventions and Support models and implementation
5.	Grant Secretary	High school diploma or GED One to three years secretarial experience, preferably in public education environment Proficient word processing and file maintenance skills Ability to develop spreadsheets, databases, and do word processing Knowledge of basic accounting principles
6.	4 Teachers	Bachelor's Degree from accredited university Texas Teaching Certification in area of assignment Experience working with at-risk students and families Strong knowledge of curriculum and instruction and ability to effectively manage a classroom
7.	External Consultants – literacy and math	Experience working with schools through transformation process Extensive knowledge of curriculum and instruction and ability to communicate knowledge to implement change
8.	Instructional Coach	Texas teaching certification with at least 5 years of effective teaching experience Ability to coach others and model high yield strategies Experience working with at-risk students and families
9.		
10.		

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 2: External Providers.** Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD is dedicated to utilizing research-based and research-verified practices that support district and campus initiatives. The district recruits, selects, utilizes and provides oversight to external providers that have a track record of success.

In all instances, prioritized needs, campus goals and improvement strategies as identified through the improvement planning process will drive the selection and recruitment of external service providers. Recruiting and selecting high quality external service providers whose services are aligned to critical success factors and campus improvement strategies is accomplished through a variety of methods. Victoria ISD will identify and select external service providers through the following activities:

Attending state and national conferences to be apprised on the latest developments and research in public education

- Remaining committed to the implementation of Professional Learning Communities and job-embedded learning practices
- Networking with other districts and region service centers from throughout the state
- Utilizing relevant Region III Education Service Center professional development
- Initiating contracts with external providers who can present a solid research base as well as proven results for their programs
- Continuing contracts with external providers whose training, development, coaching and programs have yielded positive results for students and teachers in VISD
- Participating in professional organizations (TEPSA, TASA, TSNAP, ASCD, ACET)
- Seeking appropriate social-emotional and community-oriented services and supports for students and families
- Examining practices and providers being utilized by comparison group campuses and districts who are performing at a high level of student achievement

Once possible external service providers have been identified, campus and district administrators will review the possible services to be provided to ensure alignment with the critical success factors, federal turnaround principles and campus improvement strategies. The review will include the provider's ability to positively impact student achievement through their work with comparable campuses.

After possible providers have been identified, all grant external providers will be processed through the VISD purchasing department and in compliance with VISD policy as well as pertinent state, federal and grant guidelines. No purchase of goods and services will occur outside the grant specifications and/or VISD's policies and procedures. The DCSI and grant manager, working collaboratively with business office staff, will facilitate and monitor all use of external consultants and ensure compliance with district policies and procedures.

Evaluation of all providers will be based on their documented contribution to increases in student achievement. The grant manager, DCSI, PSP and campus leadership team will collect data related to the use of the external service provider. Student achievement trends will be studied to determine if use of the external service provider contributed to increases in student achievement. In cases where there is a lack of improvement in student achievement, future use of the service provider will be adjusted or discontinued. When use of a provider does contribute to increased student achievement, the district will implement a plan to ensure sustainability of and commitment to the specific services offered by the provider. Building staff capacity through continued transformation strategies and activities will ensure program continuation and sustainability in Victoria ISD.

External providers may be used to develop content experts on the campus to support implementation of differentiated instruction strategies, Kagan learning structures, higher level questioning strategies, positive behavior support, data disaggregation and data-driven instruction, family and student engagement initiatives and strategies for working with families living in poverty.

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**Schedule #14— Management Plan (cont.)**

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Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Effective monitoring begins with SMART goal setting. Therefore, the first step in the monitoring process is to review goals to ensure alignment with campus needs and measurability. Because improvement requires more than merely completing activities, Victoria ISD has established a monitoring schedule for reviewing data to determine if strategies and interventions are being implemented effectively and impacting student achievement. The schedule includes both formative and summative assessment as well as specific data tools and sources to be utilized. The monitoring schedule also allows for the flexibility to make mid-course adjustments based on current student achievement data. Adjustments are made to yield the maximum impact on student achievement. In order for improvement to occur, all stakeholders must know how to achieve the desired outcomes. It is vital to communicate not only the improvement plan but how the plan will be monitored and adjusted to reach the annual goals. This involves not only regular meetings of the intervention team to monitor progress but also regular sharing with stakeholders regarding the status of the implementation and effectiveness of improvement strategies. Monitoring, adjusting and communicating in Victoria ISD are ongoing and involve a plethora of data sources and activities as outlined in the table below:

Activity	Data Source(s)	Frequency	Potential Communication Sources
Review of SMART Goals to ensure alignment to identified needs	needs assessment, improvement plan	Weekly	campus improvement plan, campus postings, staff & parent newsletters
Professional Learning Communities (includes teachers, instructional coaches, campus admin, district and external support providers)	state assessments, local benchmarks, curriculum based assessments (CBA), universal screeners, formative assessments, student data binders	Weekly	PLC minutes, staff meetings
Response to Intervention Team Meetings (academic and behavioral)	universal screeners, progress monitoring, CBA, social screeners, intervention logs, discipline data	Weekly	Rtl meeting minutes and forms, PLCs, student data notebooks, student and teacher led parent conferences
Campus Leadership Team Comprehensive Campus Progress Review (includes grade level leaders PK-5, campus admin, counseling staff, instructional coaches)	state assessments, local benchmarks, CBA, universal screeners, formative assessments, attendance & discipline data, student & teacher data binders	Bi-Monthly	campus improvement plan, staff meetings, staff newsletters, campus postings, reports to district personnel and external service providers
Parent & Community Engagement Review (includes campus admin, parent liaisons, counselors)	attendance data, parent contacts, parent involvement logs, parent referrals	Monthly	staff & parent newsletters, campus postings, monthly parent liaison reports, staff meetings, PLCs
Quarterly Progress Reviews – Student Achievement	all student and campus data sources as outlined in improvement plan	Quarterly	campus improvement plan, all staff meetings, reports to district personnel & external service providers
Quarterly Progress Reviews – Leadership & Teacher Effectiveness	teacher data binder, walkthrough data, student achievement data	Quarterly	Reports to district personnel & service providers, teacher conferences

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD is committed to alignment with the Critical Success Factors to obtain increased student achievement. The district has engaged in intensive focused efforts to implement transformation strategies to improve student performance at all campuses with particular attention being paid to priority schools. In the spring of 2013, campus support positions were added to ensure that campuses would have access to high quality support in the areas of curriculum, instruction, staff evaluation and assessment. As part of the improvement process, district wide curriculum goals were established, and principals worked collaboratively to develop a walk through instrument aligned to the established goals and best practices. During this process, campus administrators committed themselves to conduct a minimum number classroom walkthroughs. Additionally, a teacher evaluation and reflection instrument was created and implemented to tie teacher evaluation and feedback to the identified areas of focus. The district also aligned all professional development activities to the identified focus areas and has shifted to a model of job-embedded professional learning consisting of true professional learning communities and on-site modeling, observation and adult learning. District and campus initiatives have been carefully aligned to the Critical Success Factors and Federal Turnaround Principles through the TAIS process. Quarterly reviews have ensured a continued focus on established goals, strategies and data sources. The aligned structures and expectations have created a heightened sense of awareness and urgency regarding the need for transformation. The principal of Rowland Elementary school will be replaced in June 2014. Increased funding available through the TTIPS grant will allow the priority campus to continue on its focused path to true transformation. Local, state, state compensatory education, Title I, priority school and TTIPS funds will be coordinated to accelerate the transformation process and provide the structures and support necessary to transform the priority campus. Funds will be utilized to create a Community of Learning uniting students, staff, parents, community agencies and stakeholders in the quest to achieve campus goals. Structures will be in place to support implementation, monitor progress and make immediate adjustments when necessary to ensure success. Structures and strategies designed to address the social-emotional needs of students and families will ensure that students enter their classrooms ready and able to learn. On-site instructional coaches will work with external consultants to ensure high yield instruction is occurring in all classrooms. Coaches will be available daily to model instructional strategies, conduct classroom support visits, provide reflective feedback and monitor student growth. With increased support and success will come increased commitment. Failure will not be an option with the strong supports for students, teachers and parents in place. Commitment will also be enhanced through the implementation of a carefully constructed system of data-driven, progress-based incentives for staff members. In instances where there is a lack of total commitment, teachers in need of assistance will receive individual attention and support focused on goal setting related to student achievement. Individualized teacher improvement plans will be utilized to track teacher effectiveness and identify areas of need when necessary. If increased support does not result in increased commitment, VISD policies related to teacher contracts and teacher assignment will be followed.

Victoria ISD will use the TTIPS funds to ensure success of the transformation process. The desire to sustain the project after the grant is complete is unanimous among all stakeholders. Historically, VISD has committed to sustaining effective reforms implemented during TTIPS cycles and has been able to allocate local funds to continue personnel positions that were deemed critical to the continued success of former TTIPS campuses. The structures and systems established during this three year cycle will be such that the momentum for change and improvement will continue well past the grant period. The primary aspect of this project that will ensure sustainability of transformation reforms is that the activities and research-based models selected are based on building capacity for systemic progress and growth. Focused efforts during the grant period will ensure the creation of campus level experts and leaders at all levels to sustain high levels of student achievement. Continued focus on the Critical Success Factors and Federal Turnaround Principles will create a culture of success and sense of community that will prevail. The strong, effective leadership team developed during the transformation process coupled with knowledgeable teachers and successful students will lessen the need for the intense job-embedded professional learning efforts utilized during the three year grant period and lay the foundation for growth beyond the grant. Strong partnerships with families and community agencies will equip campus staff with the tools needed to address social-emotional needs of students. Successful monitoring of grant activities and careful attention to expenditures during the grant period will ensure that the campus invests in activities that can be continued for years to come. The intent and focus of the transformation process is to build internal capacity

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment (cont).** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

and increase student achievement on the campus so that the initiatives are maintained and become part of the culture for staff, students and families on the priority campus.

Throughout the grant period, constant evaluation and monitoring of grant activities will allow the district to identify high impact activities and needs for additional funding beyond the grant period. Particular attention will be paid to evaluation of grant activities at the end of year two. As needs are identified, the district will aggressively seek additional local, state and grant funding opportunities as outlined in the VISD Funding Sustainability Plan outlined below.

Effective, efficient, quality-centered and student-focused methods of grant management will ensure that the TTIPS grant project results in sustained and systemic change on the priority campus. VISD is committed to securing and allotting funds to address identified needs for sustained support beyond the grant period.

**VISD Plan for Sustainability**

Activity	Description	Timeline
Evaluation of Grant Activities	All grant activities will be evaluated on a continuous basis throughout the grant period. Effectiveness will be determined based on student achievement. Formal evaluations of grant activities will occur on a quarterly basis.	Quarterly (aligned with TAIS process)
Identification of Needs	Each quarterly review will include using student achievement data to identify needs of students, teachers and families. Funding to address needs will be allocated during the quarterly review.	Quarterly (aligned with TAIS process)
Annual Evaluation	A formal evaluation of each grant initiative will be conducted on an annual basis as part of the campus's Comprehensive Needs Assessment and Campus Improvement Process.	Annual
Year Two Focused Evaluation	At the end of year two in the implementation of grant activities, possible needs extending beyond year three will be determined. For each need, district and campus staff will develop an estimate of funds necessary to sustain the campus's transformation beyond the grant period.	End of Year Two (May/June 2016)
Post-TTIPS Budget Development	District and campus administrators will use results of Year Two Focused Evaluation to develop a proposed budget for funds necessary to sustain efforts beyond year three.	June 2016
Identification of Available Funds	District personnel will coordinate funding sources to determine available funds for sustained efforts and identify funding gaps. Funding sources to be coordinated include Title I and State Compensatory Education funds, School Improvement Grants, Local School Improvement Funds, VISD Education Foundation Grants and Community Agency Grants.	July/August 2016
Aggressive Pursuit of Funding Sources	District personnel will research and pursue all opportunities for securing needed funds to address funding gaps identified in planning process.	September 2016-February 2017
Mid-Year Review	Midway through year two, campus and district personnel will review and adjust the Year Two Focused Evaluation, the Post TTIPS Budget Development Process and the Review of Available Funds. At this point, funding needs beyond the grant period will be finalized and fund allotted.	January 2017
Year Three Evaluation and Budget Development	Campus and district personnel will conduct an evaluation of the campus's transformation process and a Comprehensive Needs Assessment to finalize needs beyond the grant period. Funding allocations will be finalized.	May 2017

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collection, Disaggregation and Analysis and Use of Student Assessment Data	1.	Increase in percentage of students meeting passing standard.
		2.	Increase in percentage of students who meet or exceed the growth standard.
		3.	Decrease in the performance gap of current achievement compared to state averages for campus and student subgroups.
2.	Evaluation of Principal and Teacher Implementation of Professional Development Strategies and Principal and Teacher Impact on Student Achievement Through Walkthrough and Observation Data	1.	Evidence of implementation of newly learned instructional strategies as noted during campus walkthroughs, PLC discussions and lesson plans.
		2.	Attainment of goals established through reflective staff conferences and tracked in teacher and campus data notebooks.
		3.	Increase in the percentage of students exceeding growth expectations.
3.	Evaluations of Specific Grant Activities (such as implementation of PBIS, Kagan Learning Structures, Neuhaus Literacy Strategies)	1.	Increase in student engagement and learning time with decrease in off-task behaviors resulting in loss of instructional time
		2.	Completion of steps in implementation plan for grant activity
		3.	Increase in student growth and mastery as measured by unit assessments
4.	Attendance and Discipline Data	1.	Increase in attendance rate and decrease in tardies and truancy
		2.	Increased student involvement in campus extracurricular and extended day opportunities
		3.	Increase in student self-monitoring and decrease in number of referrals and/or removals from class
5.	Family Engagement Data	1.	Increase in the number of families participating in campus events
		2.	Increase in the number of referrals to community agencies
		3.	Increase in number of families visiting campus during extended hours

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All evaluation of grant activities will be data-based. The processes for collecting data are outlined below:

Data to be Collected	Process(es) for Collection
Student Achievement Data	All state, district and campus level assessment data used to track student growth and drive instructional decisions will be collected and disaggregated using the Eduphoria data management system. Additionally, students, teachers and principals will maintain data notebooks illustrating progress toward attainment of performance goals.
Teacher Evaluation Summaries	Campus administrators will utilize the VISA walkthrough document and conduct a minimum of 15 walkthroughs each week. All walkthrough and observation data will be stored in the Eduphoria system which will compile teacher, campus and district level summaries to be utilized during reflective conferences with teachers which will be held at least quarterly. In addition, teachers will complete the Self Reflection tool each quarter and use their summary data to set goals.
Teacher and Student Attendance Rates	Teacher attendance is tracked through the Subfinder and payroll systems. Student attendance is tracked through the teacher gradebook system as well as PEIMS.
Discipline Referral Counts and Action Codes	Discipline referral data is collected through the district management system (eschool plus) which also tracks action codes and allows administrators to calculate time lost to instruction due to ISS or OSS placements
Instructional Time	Instructional time will be Collection, Disaggregation and Analysis of Formative Assessment Data tracked through campus schedules, walkthrough and observation data, intervention logs and small group instruction data.
Targeted Counseling and Referrals to Community Agencies	The grant counselor and school social worker dedicated to addressing student and family social emotional needs and providing targeted, intentional services to at-risk students will maintain contact logs, lesson plans and referral data. Summaries of services will be provided when necessary to protect confidential information.
Family Participation and Contact Counts	The parent liaison, social worker and counselor will keep contact logs and records of all family engagement efforts. They will submit monthly reports summarizing participation and contact numbers.
Professional Development Participation and Implementation	Instructional coaches will utilize the Eduphoria system to track participation in professional development activities for all staff members. Additionally, instructional coaches will maintain PLC logs and campus coaching documents to track job-embedded professional development activities and document implementation of the strategies. Campus administrators will also document implementation of strategies.
Project Activity Results	Specific data sources including achievement data, financial records and observation notes for each project activity will be collected and analyzed for implementation level, impact on student achievement and cost effectiveness.

The campus leadership team will meet with their DSCI and grant manager at least once a month to review the data sources, discuss trends and identify potential project delivery problems. When data sources indicate that a grant activity is having little or no positive impact or potential impact on student achievement, the team will immediately work to adjust the activity. Adjustments to grant activities will be communicated, as appropriate, to school staff, district staff, the VISA Superintendent of Schools and Board of Trustees and the Texas Education Agency. Campus and district staff will monitor best practices at high performing comparable campuses to discover practices having the largest impact on student growth. If it is necessary for the district to modify its practices or policies in order to allow the campus to effectively implement interventions, the campus leadership team described above will present a proposed plan of action to appropriate district staff in order to seek approval. In all instances when the proposed plan includes a comprehensive approach to substantially improve student achievement outcomes, the district will provide operational flexibility and sustained support to the campus.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 1: Intervention Model to be Implemented** – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 235902110

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**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Train all teachers in Neuhaus Education Center's Language Enrichment and Developing Metacognitive Skills strategies to provide targeted reading instruction in decoding and comprehension	08/14	12/14
			B. Provide staff development and begin implementation of the vertically aligned standards-based Writing Academy curriculum in PK – 5 <sup>th</sup> grade.	08/14	10/14
			C. Identify research-based strategies for increasing authentic student engagement and choose 3-5 targeted engagement strategies to implement across all grade levels.	08/14	07/15
			D. Utilize lead4ward data disaggregation tools to analyze state assessment data, identify priority TEKS in each core content area, and align the identified standards to high yield strategies and resources to be implemented across grade levels.	09/14	10/14
			E. Engage in 5 day Kagan Learning Structures training with continued support, modeling and coaching throughout the year. Focus on student engagement and classroom management structures.	08/14	6/15
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Administer student inventory to assess student learning preferences and use results to plan differentiated small group learning activities.	09/14	10/14
			B. Use assessment data and small group planning tool to intentionally group students according to common needs for both tier 1 small group targeted instruction and intervention groups.	09/14	6/17
			C. Utilize students and staff data notebooks which will include individual self-established goals, weekly tracking and self-reflection and regularly scheduled conferences with parents or staff.	08/14	6/15

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			D. Focus on alignment of data, student goals, intervention strategies and progress monitoring. Utilize computer-based intervention programs to enhance interventions.	09/14	06/15
			E. Utilize added inclusion support staff to analyze achievement data of special education students and to design and provide appropriate inclusion support and instruction for identified students.	09/14	06/15

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Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Secure an additional instructional coach trained in peer coaching and data-disaggregation and equipped to lead PK – 2 <sup>nd</sup> grade PLCs focused on data and instructional planning.	08/14	06/15
			B. Participate in lead4ward data-disaggregation, accountability, instruction and assessment training opportunities. Use lead4ward tools to identify campus wide trends. Develop a menu of resources and activities aligned to the targeted skills / TEKS.	08/14	07/17
			C. Utilize Backward Design model to analyze TEKS and create common unit assessments with ensured alignment to standards and instruction.	08/14	06/17
			D. Print campus summaries of walkthrough data and analyze monthly with staff to monitor implementation of consistent research based strategies and alignment of instruction to TEKS.	08/14	06/15
			E. Establish grade level goals for high priority TEKS. Display goals and track progress on a monthly basis. Plan job-embedded PD to equip staff with resources needed to attain goals.	08/14	06/15
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use Quality Tools and lead4ward data tools. Identify campus experts in use of each tool. Utilize data tools during campus PLCs, student-led conferences and staff evaluation conferences.	08/14	07/17
			B. Include added counselor and social worker in leadership team PLCs to provide data regarding social emotional needs of families and students and design appropriate plans for these students.	08/14	07/17

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			C. Host student-led conferences during which students use data notebooks to report progress and work collaboratively with parents and teachers to develop goals and plans of action.	11/14	06/17
			D. Identify critical skills assessed with screeners and baseline assessments. Utilize instructional coaches to lead teachers in using assessment data to group students for small group instruction.	09/14	07/17
			E. Utilize student surveys to collect data regarding student instructional preferences and match instructional strategies with student preferences.	09/14	08/16

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Current Principal will be replaced. New principal will be hired in June 2014.</i>		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Research and collect samples of principal evaluation tools which are strongly tied to student growth.	08/14	08/14
			B. Create campus leadership support team consisting of district level staff, campus administrators, teachers and external support providers to review, revise and implement priority school principal evaluation system which takes into account student growth measures.	08/14	09/14
			C. Establish guidelines for campus data notebooks which focus on student and teacher growth. Meet with principal monthly to review data trends, track attainment of goals, identify areas of concern and develop plans of action.	08/14	07/17
			D. Share student /grade level data from across the district in non-threatening avenues to facilitate discussion of factors impacting student growth.	9/14	6/17
			E. Create small clusters (quads) of principals to serve as support group for priority school principals. Arrange for campus visits, joint walkthroughs, data sharing, etc.	08/14	06/15
			F. Develop a system for collecting student, parent and teacher input regarding effectiveness of principal.	09/14	03/15
			G. Conduct weekly visits to campus to observe principal in action and engage in reflective feedback sessions.	08/14	06/17

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			H. Use data gathered from all activities above to design personal goal and growth plans with priority school principals. Review the plan during monthly reflective meetings with principals and adjust as needed.	09/14	07/17
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<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Research models for identifying and rewarding school leaders who have increased student achievement at low performing campuses.	08/14	08/14
			B. Choose, adopt and implement financial incentives for school leaders who have led campuses through transformation and increased student achievement.	08/14	06/15
			C. Utilize principal evaluation tool and campus data notebooks to conduct monthly reviews with principal to track student growth, set goals and develop an action plan.	08/14	06/15
			D. Utilize evaluation tool and student data to evaluate principal effectiveness in relation to student growth and remove principals who have not positively impacted student achievement.	08/14	06/15
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Hire additional teachers to lower class size and teacher/student ratio to address comprehensive needs of students.	08/14	07/17
			B. Fully integrate learning supports (academic, behavioral, mental health and social services) to address needs of individual students and families.	08/14	07/17
			C. Provide a social worker and additional counselor to provide social-emotional support. Use flex scheduling to provide social services on campus at least two evenings each week.	08/14	07/17
			D. Provide compensation for staff members to work extended days or Saturdays to provide adequate time for data disaggregation, student reviews and planning.	10/14	03/17

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<b>Increase Learning Time</b>	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Implement master schedule which builds small group instruction and intervention time into the school day and ensures that additional 25 min. added to school day in 2013-14 is utilized for targeted instruction.	08/14	06/15
			B. Partner with community organizations such as YMCA to provide financial scholarships for students to participate in extended day on-campus program.	08/14	06/17
			C. Implement Positive Behavior Interventions & Support (PBIS) model to increase engagement and learning time while reducing absences and misbehaviors which result in loss of instructional time. Utilize computer-based Ripple Effects program to provide individual and group social skills instruction.	08/14	06/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Establish, implement and monitor expectations for required number of minutes for daily instruction in all core content areas, including small group instruction and intervention time.	08/14	07/17
			B. Increase technology access and utilize computer labs, mobile labs, smart boards, tablets, etc. to provide additional access to technology-based instructional software before, during and after school.	08/14	07/17
			C. Provide extended day, week and/or year learning academies for students based on disaggregated assessment data. Ensure extended day access to technology tools and computer intervention programs. Group students in extended programs according to instructional needs.	08/14	07/17

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		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Utilize targeted counseling curriculum such as Ripple Effects to assist students in achieving social emotional readiness to learn and to provide students with access to individualized, evidence-based personal guidance	10/14	07/17
			B. Increase the number of enrichment / club opportunities available to students during and after school hours. Possible opportunities include guitar / piano lessons, art lessons, kickball, soccer, basketball, technology, etc.	08/14	07/17
			C. Provide opportunities for students to participate in service learning opportunities to address an identified need within the school's neighborhood.	10/14	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Utilize job-embedded model for professional development to address topics including best practice in instructional strategies for core content areas, Kagan Learning Structures, inclusion models, Quality Tools and PBIS.	08/14	07/17
			B. Host staff data disaggregation sessions afterschool, on Saturdays and during summer retreats.	08/14	07/17
			C. Create and utilize a monitoring tool to ensure that the weekly extended planning time designated for grade level PLCs is being utilized effectively.	08/14	06/17

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Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Conduct parent needs assessment and involve diverse group of parents and community members in planning a parent education program.	09/14	10/14
			B. Provide opportunities for parents and students to learn together before during and after school. Focus on literacy and math strategies that can be reinforced at home.	10/14	06/17
			C. Utilize social worker, counselor and liaison to implement family support groups and provide time for families to come together to share challenges and support one another. Make referrals to outside agencies as needed.	10/14	06/17
			D. Open schools beyond traditional hours to provide access to computer labs, homework help, adult education classes and/or enrichment opportunities (art, music). Offer extended hours 2 days per week.	09/14	06/17
			E. Utilize student-led parent conferences twice each year during which students share progress toward goals.	11/14	03/17
		2. Provide ongoing mechanisms for community engagement	A. Utilize social worker and school nurse to establish partnerships and provide school-based health services and/or referrals.	09/14	07/17
			B. Implement student mentoring program with local organizations and business partners. Match students to mentors based on interest inventories and identified needs.	11/14	07/17
			C. Create parent academy with sessions two times each month, and include community organization on agenda during each session.	10/14	06/17

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			D. Partner with community agencies to host family engagement sessions at various community locations such as churches, apartment complexes, housing developments, etc.	10/14	06/17
			E. Partner with community organizations such as the YMCA to provide extended day/week / year enrichment opportunities. Offer scholarships to families to enable students to participate in extended day camps or team sports.	09/14	06/17

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Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Provide grant manager to coordinate grant activities and ensure that all campus activities align to grant requirements.	08/14	07/17
			B. Provide district support team to review student achievement data on a monthly basis and develop plans of action based on data.	08/14	07/17
			C. Utilize services provided by Education Service Center to provide support in the implementation of PBIS, instructional strategies and data disaggregation.	08/14	07/17
			D. Ensure that central office personnel including curriculum team, human resources and student services are regularly informed of the campus's progress in implementing the transformation model and are available to assist as needed.	08/14	07/17
			E. Commit to a positive partnership with the SEA or designated external lead partner organization to create a true transformation at Rowland Elementary.	08/14	07/17

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Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement  Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Update and utilize walkthrough form that is aligned to campus goals to conduct a minimum of 15 walkthroughs per week by each campus administrator.	08/14	06/17
			B. Create template and implement use of teacher data notebook to collect, disaggregate and analyze assessment data for planning, setting goals and tracking student growth.	08/14	06/15
			C. Meet with grade level teams in weekly PLC meetings to review student data and plan instruction to address areas of concern. Meetings attended by campus administrators and/or instructional coaches.	08/14	07/17
			D. Meet with individual teachers at least once each grading period to review teacher data notebook, walkthrough and observation data and student growth measures.	08/14	06/17
			E. Develop systemic expectations for use of in-house programs such as Eduphoria, iStation, eschool Plus, etc to track growth and plan differentiated instruction. Monitor teachers' use of data sources to inform instruction.	08/14	06/15
			F. Utilize a teacher self-reflection tool that is aligned to campus goals and walkthrough data as a springboard for discussion during quarterly teacher conferences.	10/14	07/17
			G. Create specific goals related to improvement in implementation of PLC model and monitor implementation of PLC model.	08/14	07/15
			H. Develop and use a tool to gather input from students and parents regarding teacher effectiveness.	10/14	06/15

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Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create team of teachers, campus administrators and district personnel to research effective models for financial teacher incentive programs and to offer recommendations for campus system.	08/14	08/14
			B. Consider recommendations of campus team mentioned above and implement data-based system of financial incentives to reward staff members who have increased student achievement. System include multiple tiers to be attained which will be tied to the percentage of students achieving or exceeding growth measure.	08/14	08/14
			C. Design support "menu" for new/struggling teachers and use the "menu" to develop individualized plans for teachers who are not meeting expected levels of student growth.	08/14	07/17
			D. Tie all teacher goals and teacher growth plans to increased student achievement measures.	08/14	07/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with	A. Provide initial training in Kagan Learning Structures, Student Engagement and Cooperative Learning.	08/14	08/14
			B. Continue Kagan training with support throughout the year. Provide additional training on each campus staff development day. Kagan trainers will visit classrooms to observe, model strategies and provide feedback.	09/14	06/15
			C. Utilize instructional coaches, social worker, added counselor, campus administrators, district curriculum coordinators and/or external consultants to provide professional development and support for teachers in the implementation of all grant activities. Use short PLC informational sessions, observations in classrooms, modeling of strategies and analysis of student data as the primary methods of professional learning.	08/14	07/17

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		school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	D. Provide additional contract days for instructional coaches in order to equip them with the tools needed to provide effective coaching to all teachers.	08/14	08/16
			E. Monitor implementation and effectiveness of professional development strategies through walk-throughs and classroom coaching visits.	08/14	06/17
			F. Create goals and monitor implementation of PLC model. Provide extra duty for staff members to participate in data disaggregation and planning sessions throughout the school year and summer months.	08/14	07/17

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<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Increase days for instructional coaches and teacher leaders to ensure adequate planning and preparation time.	08/14	08/16
			B. Develop a model to use student performance data to identify highly effective teachers and provide identified teachers with commitment bonus for their continued service to the campus.	03/15	08/16
			C. Remove teachers who are unable to meet expected levels of student achievement and establish financial incentives to recruit teachers from other districts/campuses who have proven record of student success.	03/15	05/17
			D. Research models which include opportunities for promotion or career growth and more flexible work conditions and implement chosen model.	08/14	10/14

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Improve Academic Performance</b>	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Use of Quality Data to Inform Instruction</b>	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
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Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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**Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Learning Time</b>	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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**Schedule #16—Responses to Statutory Requirements**

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Parent / Community Engagement</b>	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
<b>Improve School Climate</b>	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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**Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)–** Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

**Federal Restart Model Requirements:** A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
<b>Increase Learning Time</b>	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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**Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

**Federal Closure Model Requirements:** School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Improve Academic Performance</b>	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
<b>Increase Use of Quality Data to Inform Instruction</b>	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Leadership Effectiveness</b>	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
<b>Increase Learning Time</b>	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Parent / Community Engagement</b>	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
<b>Improve School Climate</b>	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<b>Increase Teacher Quality</b>	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 3: District Capacity:** Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the summer of 2013, Victoria ISD identified its "priority" campuses and engaged in intentional school improvement efforts. The school day was extended, district expectations for monitoring instruction were established, district support teams were established and additional resources were channeled to the high needs campuses. Positive changes have occurred, but systemic change takes time, and additional resources available through the TTIPS grant would accelerate the campus's transformation and greatly benefit the students at Rowland Elementary.

After learning that Rowland Elementary was eligible to apply for TTIPS funding, Victoria ISD district level staff carefully studied the school reform models and took great care in choosing the transformation model. First, district leaders examined the requirements of the grant to determine if pursuing funding would benefit the campus. Factors considered included the alignment of grant requirements with district aims and school improvement processes. After examining the grant requirements, critical success factors and federal turnaround principles, the district team realized that the grant requirements align perfectly with district aims and improvement processes and decided to pursue campus support for the grant application. At this point, campus leaders were brought in and received detailed information regarding the grant requirements and processes. After studying the resources provided by TEA, campus and district administrators committed to pursuing the grant and determined that the transformation model would best meet the needs of the campus. This model was selected because the district is well equipped to support the campus implementation of transformation principles.

To support Rowland Elementary School, the district has created a Campus Leadership Support Team. The team includes the DSCI, the grant manager, curriculum department experts, business office staff, special education staff and the district counseling coordinator. The primary school improvement liaisons working with Rowland Elementary will include the DCSI and the grant manager. Both individuals have recent experience as campus administrators at high needs campuses and strong skills in data disaggregation and instructional design.

The district has also worked with the campus leadership team to conduct a comprehensive needs assessment and determine priority needs. In designing strategies to address the identified needs, district and campus staff members have researched PBIS models, strategies for addressing social/emotional needs of students, professional development models, evaluation systems and tools, incentive programs, scheduling options, teaching tools, etc. Activities that are included in the grant application were chosen due to their proven effectiveness on campuses similar to Rowland Elementary as well as the district's ability to successfully implement the program.

Requested personnel positions, extra duty funds, financial incentives, contracted services, proposed programs and supplies are included in the application because the planning team has determined each activity to have a potential for high positive impact on student achievement. The district is committed to assisting the campus in implementation of all selected activities and is committed to monitoring the implementation.

The district carefully examined achievement data, demographics and identified needs for each of the three campuses eligible for TTIPS funding. Results of the comprehensive needs assessment revealed similar needs at each of the priority campuses. Therefore, the district determined that the highest level of district and peer support could be provided if the proposed activities at each campus were aligned. As a result, campus teams collaborated with one another to identify strategies with the highest possible impact on student achievement. A review of activities proposed across the three campuses will reveal a focus on creating a Community of Learning. With the three priority campuses located in close physical proximity and with mobility rates between the campuses high, alignment of proposed activities will create a culture of high expectations, intentional actions and self-responsibility throughout the community.

As the transformation model is implemented, the district will continue to evaluate its capacity to provide adequate resources and related support to Rowland Elementary. Student growth data will serve as the basis for all evaluation regarding the effectiveness of transformation efforts. District staff is committed to examining student data regularly and is willing to adjust improvement efforts as necessary to ensure high levels of student growth.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 235902110

Amendment # (for amendments only):

**Part 4: Pre-implementation Timeline (OPTIONAL):** Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**March 2014:**

Review of grant eligibility and requirements in relation to district aims and school improvement efforts  
Initial planning sessions with district staff and campus leadership team  
Study of school reform models

**April 2014:**

Commitment to apply for TTIPS funding  
Study of school reform models  
Completion of comprehensive needs assessment and identification of prioritized needs  
Review of possible methods for identifying and addressing social/emotional needs of at-risk students  
Collaboration between district staff and campus leadership team to identify activities  
Create draft of teacher self-reflection tool

**May 2014**

Examination of teacher and principal evaluation tools  
Research of PBIS models, instructional strategies, staffing models, technology tools, family and community engagement activities  
Review of data disaggregation tools and processes  
Writing of grant  
Review and analysis of state assessment data, end of year screener results, end of year assessment results  
Secure tentative training dates for professional development activities  
Create drafts of job descriptions for request positions  
Conduct end of year conferences with teachers using self-reflection tool  
Identification of consultants and initial community partners  
Determination to replace current principal

**June 2014**

Hire principal  
Set goals for student growth and achievement  
Review and revise initial campus improvement plan for 2014-2015  
Finalize specific timeline for implementation of grant activities and create implementation master calendar  
Train campus leaders, instructional coaches and grade level leaders in instructional practices included in grant  
Create templates for student, teacher and campus data notebooks  
Recruit potential staff members through increased participation in job fairs in order to ensure large pool of applicants if grant is approved  
Finalize detailed job descriptions for requested positions  
Revise teacher evaluation and self-reflection tool based on feedback from end of year conferences  
Plan with community partners

**July 2014/ August 2014 (as soon as possible after approval of grant)**

Complete campus planning event  
Finalize professional development dates (upon approval of grant)  
Host summer retreat with leadership team to plan initial implementation activities  
Neuhaus Education Center literacy training for campus lead teachers  
Hire added positions (upon approval of grant)  
Present transformation plan to staff, parents and community stakeholders (upon approval of grant)

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 235902110

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 235902110

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 235902110

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Oth-ers
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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